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ABSTRACT

A proposal is presented for developing a Master of Arts in Teaching (MAT) program at California State University, Bakersfield. The criteria for a MAT program are examined by outlining existing programs at: (1) Harvard Graduate School; (2) University of California, Berkeley; (3) Portland State University; (4) Stanford University; (5) University of California, Los Angeles; (6) Lewis & Clark University; and (7) University of Massachusetts, Amherst. The proposed MAT program for California State University incorporates many features of programs at other universities. (JD)

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M.A.T. PROGRAMS

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M.A.T. Programs

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1988 Association of Teacher Educators' Summer Workshop
August 8, 1988, Mississippi State University

I would like to talk with you about various M.A.T. programs, and particularly the M.A.T. program which we have proposed at California State University in Bakersfield.

We feel that teachers need to assume a larger role in determining how education should be conducted in the future, and that the M.A.T. degree should include the preparation necessary for such professional responsibilities as curriculum development and evaluation, staff development, financial needs assessment, and budgetary allocation. We envision schools as centers of learning communities within which professional educators--teachers and administrators--work together as colleagues.

Bureaucratic hierarchies are breaking down in all forms of work--for example secretaries are increasingly asked to share in managerial decisions--hence it is appropriate and inevitable that teachers play a larger role in educational decision making.

Assuming the desirability of a professional role for teachers, Dr. Mary Kolesinski and I asked the question, what preparation should teachers have, to assume this larger role?

After studying M.A.T. programs we came to the conclusion that a teacher who is going to take a leadership role as a teacher should ideally have

1. mastered the subject matter they teach;
2. mastered the teaching process; and
3. acquired competence in improving the teaching process.

As we looked at other M.A.T. programs, not all of them have that same purpose. For example, Harvard's program is for students with a liberal arts bachelor's degree who are simply interested in becoming teachers.

Stanford's program is for those teachers interested in becoming better teachers. It's strength is in its flexibility, wherein programs can be designed to fit the needs of individual students.

Portland State's program is for secondary teachers desiring to improve their teaching skills and meet the standard secondary certification requirements.

Lewis & Clark has two M.A.T. programs: a pre-service and an inservice M.A.T. The pre-service program is much like Harvard's in that it is for those with a B.A. who desire to teach. The inservice M.A.T. requires approximately an equal number of liberal arts and professional education courses.

One unique feature of both Lewis & Clark programs is that they assume that there is a core of knowledge needed by those entering the profession of teaching which is the same core of knowledge as those entering other professions, such as law. Their current core includes courses and weekend seminars on

"Critical Issues in the Professions"
"Individual and Societal Perspectives on Adulthood"
"Organizational Cultures and Professional Life"

Even though the M.A.T. program at the University of Massachusetts at Amherst is only for those with a B.A. degree in French and Italian, the program is interesting, not only because it balances further work in those academic disciplines with professional courses in education, but because it specifically requires a course titled "Research Studies in Foreign Language Education." Thus this program specifically envisions teachers participating in the process of improving the profession, and not simply functioning as the recipients of training.

The M.A.T. program at the University of California--Berkeley is likewise limited--in U.C. Berkeley's case to English. However, whereas the University of Massachusetts program is for students without teaching experience, the U.C. Berkeley program is for experienced teachers desiring to improve their professional standing--and this is made explicit--without necessarily directing them away from the classroom into the non-teaching areas of secondary education.

Notice requirements #3 and #4:

3. Complete appropriate field work beyond the requirements for student teaching. This field work is to be related to teaching.
4. Complete a written project supplementary to or in conjunction with required coursework, but growing out of laboratory experience in schools and drawing together theory of the specific discipline and its implications for teaching.

These requirements offer the student an opportunity to examine the problems associated with integrating theory and practice.

The M.A.T. program which Dr. Mary Kolesinski and I have proposed at California State--Bakersfield, we think, includes the best features of all of the foregoing programs. We feel that colleges of education should help teachers "professionalize" their role within the context of learning communities in which both teachers and administrators are educational leaders with collegial responsibility for the conduct of education.

Before I speak about the specific features of our proposed program, you may be interested in knowing that in California, students first attain a bachelor's degree within the liberal arts and then take education courses in a fifth year certification program. Students entering this M.A.T. program would already have a teaching certificate and probably would have taught. Hence this is not an M.A.T. program for students wishing to enter teaching with just a B.A. degree.

Notice how our program attempts to meet the criteria we established:

1. With respect to subject matter mastery: we propose to require secondary teachers to complete the same courses which would be required of a candidate obtaining a master's degree within a specific discipline, such as mathematics. The only difference is that our M.A.T. candidate will pursue research in teaching that subject vs. research in that subject, which would be the case for the student pursuing an M.A. in mathematics, for example.

Rather than pursue a single discipline, our program requires elementary teacher to gain "generalist" subject matter mastery--again to the same extent they would if they were pursuing an M.A. in a single discipline, without the research component in that discipline.

2. Our second criterion was mastery of the teaching process: The required coursework covers what we feel are central problem areas:

- i. Educational philosophy: through a course in Philosophical Foundations.
- ii. Educational psychology: through courses in either Advanced Educational Psychology, Adolescent Growth and Development, or Growth and Cognitive Development.
- iii. Instructional Methodology: through courses in
 - 1) Instructional Strategies;
 - 2) Curriculum Theory and Development or Curriculum Evaluation;
 - 3) Exceptionalities: Introduction to Education of Exceptional Children and Youth;
 - 4) Instructional Technology;
 - 5) A 3-5 hour course in pedagogy in the student's major subject area; and
- iv. An Integrative Internship.

Notice that this additional internship (beyond student teaching required for the Basic Teaching Credential) is combined with an internship seminar, wherein students and faculty can reflect upon the experience from the perspective of the coursework. We specifically want students to put together what they have learned and try to apply it in the schools. We want students to do more than maintain the status quo. On the other hand we recognize the problems inherent in bringing about change, and these are the problems which would be discussed in the internship seminar.

3. Finally we want these future leaders in teaching to have competence in improving the teaching process. The distinction between "education" and "training" is very important to us. We don't want these teachers to have to rely upon administrators to tell them what to do; we want them to be able to work with administrators as colleagues.

Summary

In summary, I think that most people would describe a "good" job as one that offers opportunities for learning, creativity, autonomy, and variety.

Many of us entered the teaching profession because we wanted to help develop young people and because we envisioned that teaching would be a "good" job in that sense.

I think that the revolution in information technology that we are just now beginning to see has the potential for either greatly reducing teaching autonomy and indeed replacing teachers like orchestral musicians were replaced at the end of the silent movie era, or opening unparalleled creative teaching opportunities. If we opt for the latter possibility we will need

1. teachers who continue to pursue their subject matter at an advanced level;
2. teachers who understand education; and
3. teachers who continue to actively and knowledgeably and responsibly seek to improve the teaching process.

Appendix:

A Proposal For Offering
The M.A.T. and M.S.T. Degrees
At California State College--Bakersfield

Dr. Mary Kolesinski
Dr. Louis Wildman

This analysis was undertaken in response to Dean Rudolpho Serrano's suggestion that California State University--Bakersfield consider offering the Master of Arts in Teaching degree. We began our investigation by examining similar programs at other institutions of higher education. The following material summarizes these other programs:

Harvard Graduate School of Education

Purpose: To train outstanding baccalaureate graduates with a strong commitment to and training in the liberal arts to become classroom teachers.

Admission requirements: Strong undergraduate training in the student's desired fields of certification.

Length: 1 academic year; part-time students may take 2 academic years.

Requirements:

8 half-year courses including one course each from the fields of Adolescent Psychology, and Curriculum Development and Pedagogy.

During the Fall Semester students take 5 courses: 2 in their subject-matter field. They observe master teachers in both urban and suburban schools for at least 60 hours. And they take a course titled "Curriculum Translation," which includes the historical, social, economic and philosophical influences on curriculum, plus analytic techniques for examining current curricula.

During the Spring Semester students spend 300 hours student teaching, which is accompanied by an analytic seminar.

Cooperating Fields:

Behavioral Sciences, Biology, Chemistry, English, Foreign Languages, General Science, History, Latin and Classical Humanities, Mathematics, Mathematics and Science, Physics, and Social Science.

University of California, Berkeley (English)

Purpose: To meet a need for graduate training designed to expand teachers' knowledge of their subjects and to improve their professional standing without necessarily directing them away from the classroom into the non-teaching areas of secondary education.

Admission Requirements:

1. Fulfillment of general requirements for admission set by the Graduate Council.
2. Open to qualified experienced teachers or to students in the English credential program who have completed at least one semester of successful supervised teaching.
3. Minimum grade point average of 3.0 in the junior and senior years.
4. Passage of the aptitude section of the Graduate Record Examination.
5. Participants are selected by a joint committee of the English and Education departments.

Requirements (English):

All candidates must complete the following:

1. Satisfy all requirements for a basic clear teaching credential in California.
2. Complete a minimum of 32 semester units after receipt of the bachelor's degree (16 units in Education and 16 units in the academic field).
3. Complete appropriate field work beyond the requirements for student teaching. This field work is to be related to teaching.
4. Complete a written project supplementary to or in conjunction with required coursework, but growing out of laboratory experience in schools and drawing together theory of the specific discipline and its implications for teaching.
5. During the first semester of enrollment, an "Outline of Program" must be submitted for approval to the academic advisor and the teaching education supervisor.

Cooperating Field: English

Note: On Feb. 16, 1970 the Graduate Council, Berkeley, approved the request of the Departments of Education, English, Comparative Literature, and German to establish a new degree of Master of Arts in Teaching (M.A.T.). It was anticipated that other departments would participate in this degree program as the need arose. However at present the degree is only offered in English.

Portland State University

Purpose: "The fundamental purpose of the Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) is the improvement of the quality of teaching in the schools. Suitably prepared students can meet the requirements for the Standard Secondary Certificate (but not the Basic Secondary Certificate) and for an M.A.T. or M.S.T. with the same 45 credits."

Admission requirements: Same as admission for the M.A. and M.S. degrees. If the student is to obtain the Standard Secondary Certificate through this program, he/she must previously have two years of successful teaching experience in Oregon schools with a Basic Teaching Certificate.

Length: 45 graduate level credit minimum, including at least 9 and not more than 15 credits of professional courses in education. The Standard Secondary Certificate must be completed within 3 years of earning the Basic Secondary Certificate.

Requirements (Note: Requirements vary by department. The following are for Social Studies):

Demonstrated proficiency in one foreign language is required for all M.A.T. degrees but not for the M.S.T. degrees.

Advanced Secondary Methods: Social Studies

Advanced Secondary Methods: Reading

Principles of Educational Research

Guidance for the Classroom Teacher or Principles and Practices of Guidance Service

Approved education electives - 3 cr.

24 post-baccalaureate credits of upper division and graduate courses in the social sciences. (At the completion of the basic and standard certificate endorsements, the student should have a minimum of 36 credits in at least one, and preferably in two, social science department(s).)

Cooperating Fields: business education, English, foreign languages (French, German, Spanish), general arts and letters, general social science, health education, mathematics, music, physical education, science, science/biology, science/chemistry, science/geology, and science/physics.

University of California, Santa Barbara
University of Michigan

These universities do not offer M.A.T. programs.

Stanford University

Purpose: To prepare students to become effective teachers at different levels and in many educational settings.

Admission requirements: Candidates must be accepted by both the department of the teaching major and the School of Education. Teaching experience is a prerequisite for the program.

Length: 45 quarter units of graduate study. At least 36 of these units must be completed at Stanford.

Requirements:

A minimum of 12 units in the School of Education and 25 units in the teaching field of concentration.

Courses in curriculum, psychological or social foundations, and teaching methods in the candidate's field.

Course requirements in the major teaching field are determined by the appropriate academic department.

Cooperating Fields: art, biology, chemistry, English, German, history, Latin American studies, mathematics, political science, Slavic languages and literature, sociology, areas within the social sciences, and linguistics.

University of California, Los Angeles

Purpose:

Admission Requirements:

A baccalaureate degree from any recognized institution.

Passing score on either the General Test of the Graduate Record Examination (1000 on the verbal and quantitative portions) or the Miller Analogies Test and Doppelt Mathematical Reasoning Test (48 and 19).

3.0 undergraduate GPA or better or very strong preprofessional experience

Completion of the Diversified Liberal Arts Program (or earning a satisfactory score on the General Knowledge Test of the Core Battery Exam of the National Teacher's Examinations) for prospective elementary school teachers. Prospective candidates for secondary school teaching should pass a subject matter competency exam (or obtain a waiver), complete a course in English and courses in their field but outside of their major, e.g., physics courses for a chemistry major.

Preprofessional experience (with two letters of reference, one from an academic source).

Bilingual candidates are encouraged.

Each candidate is required to write a brief statement of purpose. Members of the admission committee read each applicant's statement, and give particular attention to the candidate's motivation to teach, and the quality of each person's written discourse.

Length: unspecified.

Requirements:

Pass either a college level course of at least three quarter units or an examination in the principles and provisions of the United States Constitution.

Completion of a ten hour self-instructional program in the use of AV equipment and computers.

A passing score on the California Basic Educational Skills Test (CBEST).

Instructional Decision Making
Curricular Decision Making
Evaluation of Teaching and Learning
Knowledge and Inquiry in the Classroom
Directed Field Experience (methodology)
Cultural Foundations of Education
Psychological Foundations of Education
Principles for Teaching Exceptional Individuals
Health Education for Teacher Credentials
Basic Principles of Curriculum and Instruction

Elementary Masters/Credential Program:

Principles and Methods for Teaching Reading for Multiple Subject Instruction
Principles and Methods for Multiple Subject Instruction
Observation and Participation: Multiple Subject Instruction
Supervised Teaching: Multiple Subject Instruction
(Requires Certificate of Clearance)

Secondary Masters/Credential Program:

Principles and Methods for Teaching Reading for Single Subject Instruction
Principles and Methods for Single Subject Instruction (secondary methods)
Observation and Participation: Single Subject Instruction
Supervised Teaching: Single Subject Instruction (Requires Certificate of Clearance and at least a 3.0 GPA in all courses)

Cooperating Fields: None listed. This is a master's degree in education.

Lewis & Clark College

Purpose of the preservice M.A.T. Program: To provide a liberal arts and field-based environment in which prospective teachers acquire the characteristics necessary to function effectively in the schools as well as to improve the quality of teaching and learning.

Admission Requirements for the preservice M.A.T. Program:

1. Hold a baccalaureate degree from an accredited college or university.
2. Hold, be eligible for, or be a candidate for an Oregon Basic Teaching Certificate or its equivalent.
3. Possess a minimum undergraduate grade point average of 3.00.
4. Take the Miller Analogies Test or the Aptitude Section of the Graduate Record Examination.
5. Submit three letters of reference from people who can assess the candidate's qualifications for advanced study and ability as a teacher.

Length of the preservice M.A.T. Program: The preservice M.A.T. Program is a 15-month, fifth-year program that leads to basic teacher certification and a M.A.T. degree. The program starts in mid-June and includes a minimum of 60 quarter hours during five-quarters of attendance.

Requirements for the Preservice M.A.T. Program:

The program begins in mid-June with on-campus courses in the liberal arts and a seminar exploring essential questions about the purposes of education. This seminar, involving field experience at several levels of schooling, includes tutoring and ethnographic observation. During the academic year, the professional education curriculum is concentrated around critical areas in secondary education: student development and learning, classroom pedagogy, curriculum and subject matter knowledge, and knowledge of self as a teacher. This concentration is based on the belief that prospective teachers are best initiated into the complex demands of teaching through a focused examination of key areas. The field component involves working under the direction of master teachers who have cooperated with Lewis & Clark faculty in planning the program. Liberal arts courses offered during the academic year enable students to research, under the guidance of Lewis & Clark liberal arts faculty, areas they wish to teach. During the final summer, students take liberal arts and education courses in an on-campus seminar that integrates their learning in the program, particularly in relation to themselves as teachers.

Core Curriculum (required of all candidates for "professional" degrees):

- 2 weekend seminars, titled "Critical Issues in the Professions.
- Individual and Societal Perspectives on Adulthood (3 credit hours)
- Organizational Cultures and Professional Life (3 credit hours)

Cooperating Fields: Language Arts and Social Studies

Purpose of the Inservice M.A.T. Program: For elementary and secondary teachers wishing to extend and integrate their intellectual, personal, and professional development in the liberal arts and professional education.

Admission requirements for the Inservice M.A.T. Program:

1. Hold a baccalaureate degree from an accredited college or university.
2. Hold, be eligible for, or be a candidate for an Oregon Basic Teaching Certificate or its equivalent.
3. Possess a minimum undergraduate grade point average of 3.00.
4. Take either the Miller Analogies Test or the Aptitude Section of the Graduate Record Examination.
5. Submit three letters of reference from people who can assess the candidate's qualifications for advanced study and ability as a teacher.

Length of the Inservice M.A.T. Program: 54 quarter hours

Requirements for the Inservice M.A.T. Program:

The program's curriculum continues the tradition of the degree by requiring approximately an equal number of liberal arts and professional education courses. The elementary program focuses on coursework and experience appropriate for the teacher of the self-contained classroom, grades PP-9, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in teaching one of several academic disciplines, grades 5-12.

54 quarter hours, distributed as follows:

M.A.T. & Ore. Elem. Standard Certification:

Researching Teaching Goals and Strategies (3)
Evaluating the Outcomes of Teaching (3)
The Personal and Social Dimensions of Teaching (3)
Student Development and Learning (3)
Individuals in the Classroom (3)
Teaching and Learning in Elementary Schools (3)
Practicum in Elementary Teaching (2)
Q.E.D. Seminar (3)
Liberal Arts Courses (20)
Elective Courses (4)
Core Curriculum (required of all candidates for
"professional" degrees):
 2 weekend seminars, titled "Critical Issues in the
 Professions.
 Individual and Societal Perspectives on Adulthood
 (3 credit hours)
 Organizational Cultures and Professional Life (3
 credit hours)

M.A.T. & Ore. Secondary Standard Certification:

Researching Teaching Goals and Strategies (3)
Evaluating the Outcomes of Teaching (3)
The Personal and Social Dimensions of Teaching (3)
Student Development and Learning (3)
Individuals in the Classroom (3)
Teaching and Learning in Secondary Schools (5)
Practicum in Secondary Teaching (2)
Q.E.D. Seminar (3)
20 quarter hours in the area of basic subject matter
 endorsement
20 quarter hours in a second basic subject matter
 endorsement
2 elective quarter hours
Core Curriculum (required of all candidates for
"professional" degrees):
 2 weekend seminars, titled "Critical Issues in the
 Professions.
 Individual and Societal Perspectives on Adulthood
 (3 credit hours)
 Organizational Cultures and Professional Life (3
 credit hours)

Cooperating Fields for the Inservice M.A.T. Secondary Program:
art, drama, foreign languages, health education, health education
(combined), language arts, physical education, science, social
studies, and speech.

Purpose of M.A.T. in Music: This program gives the candidate extended knowledge, understanding, and skills which contribute to professional effectiveness as a teacher-musician in elementary and secondary schools.

Admission requirements for the Inservice M.A.T. Program:

1. Hold a bachelor of music education or equivalent degree with music as a major.
2. Teaching experience or demonstrated aptitude.
3. Interview with the director of graduate studies in music.

Length of the Inservice M.A.T. Program: 54 quarter hours

Requirements for the Inservice M.A.T. Program:

54 quarter hours distributed as follows:

Introduction to Research in Music Education (5)
Student Development and Learning (3)
Individuals in the Classroom (3)
Teaching and Learning in the Secondary Schools (5)
Practicum in Secondary Teaching (2)
Seminar in Music Education (4)
Personal and Professional Dimensions of Teaching Music (3)
20 quarter hours of graduate music courses
2 elective courses
Core Curriculum (required of all candidates for "professional" degrees):
 2 weekend seminars, titled "Critical Issues in the Professions."
 Individual and Societal Perspectives on Adulthood (3 credit hours)
 Organizational Cultures and Professional Life (3 credit hours)

Cooperating Field: Music

University of Massachusetts at Amherst

Purpose: To prepare those who do not have adequate or appropriate classroom teaching experience--but who hold the B.A. degree--to become effective classroom teachers at the secondary school level.

Admission Requirements:

1. A B.A. degree.
2. A strong major in French or Italian, or classics.
3. A 3.0 GPA in the major and a 2.75 overall undergraduate GPA.
4. Two letters of reference.
5. A well-considered statement explaining the student's interest in a career as a teacher.

Length: two years.

Requirements (for the program in French and Italian):

1. 15 semester credits in the academic discipline.
2. 16-18 semester credits in professional education courses:
 - a. Educational Psychology
 - b. Work of Middle and High School Teachers
 - c. Methods I and II
 - d. Research Studies in Foreign Language Education
 - e. T.A. Workshop
 - f. Intensive Pre-Practicum Experience
3. a full semester of student teaching and a concurrent practicum seminar.
4. a comprehensive final examination.

Requirements (for the program in Latin and classical humanities):

1. Pre-program Requirement (should be completed before admission)--Undergraduate major in classics with emphasis on the Latin language.
Courses in:
Elementary Classical Greek, 6-10 credits
Survey of Greek and Roman History, 6 credits
Introduction to Linguistics, 3 credits
Foundations or Philosophy of Education, 3 credits
Educational or Adolescent Psychology, 3 credits
Minor teaching area (recommended: English, French, or Spanish), 18 credits
2. Courses in Latin, Classical Humanities, and Minor Teaching Area, 21 credits
3. Professional education courses, 16 credits
4. A full semester of student teaching

Cooperating Fields: French and Italian, and Latin and classical humanities.

Proposed Program for California State--Bakersfield

The above programs differ in purpose, admission requirements, and outcomes. Harvard's program is for students with a liberal arts bachelor's degree; Stanford's program is for students with teaching experience. Portland State's program is designed to improve the student's teaching skills; Lewis & Clark's program is designed to improve the quality of teaching.

Given this diversity, we propose the following assumptions for a program here. With the Basic Teaching Credential (either single or multiple subject) as a prerequisite for the degree program, individuals with the M.A.T. or M.S.T. degree should have:

1. mastered the subject matter they teach,
2. mastered the teaching process, and
3. acquired competence in improving the teaching process.

The distinction between the two degrees (M.A.T. and M.S.T.), we assume, would be that those with the M.A.T. would have demonstrated competence in a second language, equivalent to two years of study at the college level.

Purpose: For students committed to the liberal arts who wish to master the art of teaching.

Rationale: Currently California State--Bakersfield does not offer a degree program for those who wish to pursue a leadership role in teaching. The proposed M.A.T. degree is not intended to replace the current 5th year teacher certification program. A valid basic teaching certificate (either single or multiple subject) is a prerequisite for entering this degree program. Proposed M.A.T. degree requirements go significantly beyond what is required for certification. It is intended that this M.A.T. degree program will strengthen current offerings by attracting more students from a variety of backgrounds.

Target Population:

1. Teachers who hold basic certification who seek a degree program in addition to seeking professional certification and leadership roles within the teaching profession and
2. Out-of-state experienced teachers.

The Distinction Between the M.A. in Curriculum and Instruction and the Proposed M.A.T.:

The M.A.T. is a master's degree specifically in teaching. While some courses overlap, the M.A.T. includes a teaching internship, an emphasis upon pedagogy, further study within a subject field in the arts and sciences, and research in the field of teaching.

Resources: No additional faculty resources would be required specific to this program. All of the courses among the degree requirements are presently being offered, with the exception of the internship which would be supervised at the same ratio of interns to supervisor as in the student teaching program. No additional instructional resources would be required.

Admission Requirements: A bachelor's degree from an accredited institution of higher education, a 3.0 GPA on last 90 quarter units, a passing score on the California Basic Educational Skills Tests (CBEST), a valid Basic Teaching Credential in the State of California, a passing score on the General Exam of the Graduate Record Examination, Upper Division Writing Competency, and admission to graduate status at California State--Bakersfield. (Note: Some students may enter this program with a bachelor's degree in a liberal arts field, basic teaching certification, and no professional teaching experience; other students may enter the program with a teaching certificate from another state with teaching experience.)

Length: The program must be completed within a seven year period from time of admission to qualifying for the degree.

Requirements:

Note: Upon entry into the program, the student and faculty advisor will decide upon a temporary plan of study, encompassing the initial 9-12 hours of course work. After completing at least 6 hours, the student will apply for admission to the program, and meet with members of the student's masters degree committee to agree upon a final plan of study. In assembling this final plan of study, provision will be made for waiver of courses based upon the student's previous course work and/or experience.

- A. The equivalent of a bachelor's degree in a liberal arts discipline for single subject candidates or in liberal studies for multiple subject candidates, plus a minimum of 24 additional quarter units in the secondary (single subject) candidate's discipline or 24 additional quarter units in liberal studies for elementary (multiple subject) candidates.

B. Professional coursework

ED-CI 610	Philosophical Foundations of Education
ED-CI 511	Advanced Educational Psychology and Learning Theory <u>or</u>
ED-EC 412	Growth and Development of Children <u>or</u>
ED-EC 413	Adolescent Growth and Development <u>or</u>
ED-EC 514	Growth and Cognitive Development
ED-CI 520	Modern Instructional Strategies
ED-CI 530	Curriculum Theory and Development <u>or</u>
ED-CI 531	Curriculum Evaluation
ED-SP 501	Introduction to Education of Exceptional Children and Youth
##-## ###	Instructional Technology
##-## ###	A 3-5 hour course in pedagogy in the student's major subject area.
##-## ###	Internship (An individually designed teaching position in a leadership capacity, such as mentor teacher.)
##-## ###	Internship Seminar

C.1 Research in Teaching

1. ED-RS 680.001 Educational Statistics
2. ED-RS 680.002 Research Design and Analysis in Education
3. A master's thesis or project pertinent to the study of teaching
4. A comprehensive exam in education.

D.1 Completion of any additional requirements for the California Professional Teaching Credential.

E.1 Each student's progress will be evaluated on an individual basis by the members of the M.A.T. faculty committee. Their approval of the candidate following the final examination will mean that in their judgement the candidate has:

1. mastered the subject matter they teach,
2. mastered the teaching process,
3. acquired competence in improving the teaching process, and
4. become fully certified to teach in California.